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ABSTRACT

This brief annotated bibliography is a revision of an earlier bibliography which concentrated on specific secondary reading programs. The present bibliography is more concerned with the underlying philosophy, evaluation and status, and administration and organization of secondary reading programs. The emphasis is on documents identifying trends and patterns in the field, both reflective and analytical, and these documents comprise the bulk of the bibliography entries. This document was previously announced as ED 055 756. (TO)

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READING PROGRAMS IN SECONDARY SCHOOLS

An Annotated Bibliography

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INTRODUCTION

Reading Programs in Secondary Schools is a complete revision of *High School Reading Programs*, the 1965 IRA annotated bibliography which concentrated upon the selection and annotation of sources describing the nature of specific programs in operation. At that time, the bibliography filled a need for a general overview of program patterns and provided a source of specific references for those looking for concrete program suggestions. This 1971 revision reflects changing status and needs in the secondary reading situation. It is the product of greater selectivity of sources which deal with broader issues of secondary reading program development.

Compared to earlier periods, the past decade has been a relatively vigorous one for both creation of and comment about secondary reading programs, particularly in the years since the publication of the 1965 bibliography. The creation of a secondary reading program is no longer unique. Federal support, largely through ESEA titles, greatly stimulated the initiation and extension of secondary reading efforts. Some surveys estimate that the percentage of secondary schools offering specific programs reached a high of 75 percent for certain individual states, and that roughly 50 percent of the secondary schools of the nation made some special provision for reading improvement. Program descriptions of organization and operational mechanics have appeared regularly in the professional literature. On paper, at least, a good deal more is known about the basic form and substance of secondary reading programs.

Information about the specific nature of secondary reading programs now seems readily available. Selective summaries and bibliographies concerning program patterns and administration may be obtained from both commercial and professional establishments. The emergence of ERIC/CRIER as the fountainhead of the reading profession's research-review activity is illustrative. Specific bibliographic review sources pertinent to secondary reading are now available through the ERIC/CRIER dissemination system. Among these is *Secondary Reading Programs: Description and Research* (1971).

Another factor which led to the shift in objective and content of the present bibliography was the need to recognize the emergence of more thorough treatment of secondary programs in the professional literature. Textbooks, collections of readings, and a growing number of analytical and state-of-the-art sources – some of which have identified trends and patterns of specific programs – can now be obtained by the interested professional. It was felt that a representative and selective bibliography of such sources would better serve professional needs.

Just as the 1965 descriptive version preceded a half decade of unprecedented expansion in secondary reading programs, it is hoped that the broader view, both reflective and analytical, represented by the sources in this 1971 bibliography will presage a decade of qualitative upgrading and strengthening of present efforts in secondary reading.

W.H.
N.B.

SETTING AND ISSUES

ARTLEY, A. STERL. *Trends and Practices in Secondary School Reading.* Newark, Delaware: International Reading Association, 1968, 131 pp.

Surveys the following aspects of secondary reading: status of secondary reading achievement, factors related to reading growth, programs of reading instruction, instructional procedures, reading interests, and program personnel. The summary chapter organizes the relevant generalizations, conclusions, and implications derived from 180 studies and reports to facilitate the reader's identification of current trends and practices in secondary settings. Particular attention is directed to the factors and conditions which inhibit effective systematic reading instruction beyond grade six. All references are alphabetically listed on the final pages of the monograph – in all, a useful overview of the research and literature, although a less than exhaustive review of the areas emphasized.

BAMMAN, HENRY, ARSULA HOGAN, and CHARLES GREENE. *Reading Instruction in the Secondary Schools.* New York: McKay, 1961, 254 pp.

Presents essentials of secondary reading, stressing the establishment and guidance of reading programs. Specific chapters offer information on types of programs, factors relating to developmental and/or remedial programs, and reading related to fundamental content areas. Identifies specific skills, interests, and goals necessary for improved instruction. Includes detailed checklists of subjective-evaluative devices, compiled listings of professional sources and student-oriented resources (i.e., texts, workbooks, audiovisual materials, and interest inventories), and books designed to accommodate the developmental and remedial reader at the secondary level.

BOND, GUY L., and STANLEY B. KEGLER. "Reading Instruction in the Senior High School," *Development in and through Reading,* Sixtieth Yearbook of the National Society for the Study of Education, Part 1. Chicago: University of Chicago Press, 1961, 320-335.

Contains an overview of factors to be considered in the secondary reading program, such as student characteristics, program goals, organization, materials and methods, and problems needing study. Includes a succinct treatment of the steps useful in teaching a selection to be read which should be useful to secondary teachers unaware of this procedure.

BURNETT, RICHARD W. "Reading in the Secondary School: Issues and Innovations," *Journal of Reading,* 9 (April 1966), 322-328.

Focuses on scepticism regarding the significance of changes in high school reading programs from 1941-1965. Presents opinions and conclusions regarding the following factors which retard innovations at the secondary level: lack of consensus on the effect of special reading programs; inadequate teacher training programs; resistance to inservice instruction; disquietude concerning the general focus of programs; and inflexible utilization of reading materials and mechanical devices. Concludes that reading programs should be conceived to appeal to content teachers who should be responsible for effective reading instruction.

EARLY, MARGARET J. (Ed.). *Reading Instruction in Secondary Schools,* Perspectives in Reading No. 2. Newark, Delaware: International Reading Association, 1964, 149 pp.

Includes ten articles by reading educators to form a succinct though partial overview of instructional and organizational patterns in the secondary schools. Some papers explore the implementation and evaluation of developmental and special reading facilities, while others are concerned with the reading process as an integral part of specific content area subjects. Illustrative examples of reading skills necessary for effective, independent learning are included. Each article is followed by a critical-supplementary reaction from a panel of secondary specialists. "Significant Reading Research at the Secondary School Level" presents some published research regarding various facets of reading programs beyond the elementary school.

GUNN, AGNELLA (Ed.). *What We Know About High School Reading.* Champaign, Illinois: National Council of Teachers of English, 1969, 106 pp.

Contains eight papers of the National Conference on Research in English which appeared individually in the *English Journal,* March through September 1969, under the general title "What Does Research in Reading Reveal?" Each of the eight papers consists of an authoritative analysis of research on reading (and the lack of it) pertaining to such aspects of the secondary scene as the English teacher's role, the high school reader, attitudes toward reading, successful programs, teaching practices, content area instruction, materials, and evaluation. While all contribute to a broad view of the secondary situation, the following are particularly pertinent to the secondary reading program:

GUNN, M. AGNELLA. ". . . about Reading and the Teacher of English," *English Journal,* 58 (March 1969), 368-385.

EARLY, MARGARET. ". . . about Successful Reading Programs," *English Journal,* 58 (April 1969), 534-547.

McCULLOUGH, CONSTANCE. ". . . about Practices in Teaching Reading," *English Journal,* 58 (May 1969), 688-707.

DEVINE, THOMAS. ". . . about Materials for Teaching Reading," *English Journal,* 58 (September 1969), 847-853.

DIEDERICH, PAUL. ". . . about Evaluation in Reading," *English Journal,* 58 (September 1969), 853-869.

This series of papers updates an earlier set edited by Gunn and published by NCTE in 1957.

HENRY, N. B. (Ed.). *Reading in High School and College,* Forty-seventh Yearbook of the National Society for the Study of Education, Part 2. Chicago: University of Chicago Press, 1948, 318 pp.

Traces major developments in area of secondary reading. The Yearbook, almost old enough to be considered a classic in its field, is a milestone publication in that it bellwethered broad, professional cognizance of the nature and importance of reading in the secondary school. Much of the content is as useful today as it was two decades ago. Section 2 contains nine chapters treating various facets of the reading program. Of these, Chapter 4, "Nature and Scope of a

Sound Reading Program" by William S. Gray, has become a standard reprint in various books of readings.

KARLIN, ROBERT. *Teaching Reading in High School.* Indianapolis: Bobbs-Merrill, 1964, 301 pp.

Aids the prospective and practicing secondary school teacher in relating sound theoretical concepts of reading, learning to read, and content instruction. The presentation of detailed methodology for teaching multiability readers is prefaced by the identification or reading problems and the reason for their occurrence. Discussions of specific aspects of reading (e.g., evaluation, word recognition, comprehension, study skills, speed, and interests) are based upon reported findings and empirical observation. Chapter 14 specifically attends to the organization and administration of reading programs to fit the needs of specific groups within the typical school structure.

MARKSHEFFEL, NED D. *Better Reading in the Secondary School.* New York: Ronald Press, 1966, 272 pp.

Focuses on the secondary teacher who wishes to integrate reading techniques with the teaching of basic subject matter. The three major sections deal with 1) the nature of reading, its importance in today's society, and the basic principles of secondary reading; 2) those procedures and techniques for teaching reading in content area subjects; and 3) teaching of study skills and critical reading in specific topics. The chapter dealing with the teaching of spelling presents a unique addition to the concept of reading at upper levels. Not a volume dealing essentially with programs, Chapter 6 discusses the fundamentals and organizational aspects of developmental reading programs.

SHELDON, WILLIAM D. "Reading Instruction in Junior High School," *Development in and through Reading,* Sixtieth Yearbook of the National Society for the Study of Education, Part 1. Chicago: University of Chicago Press, 1961, 305-319.

Examines critically the developmental subject-oriented and corrective-remedial reading programs of junior high school settings while recognizing the effect of organizational discontinuity found in most today. Particular emphasis is devoted to the idiosyncratic interests, characteristics, and reading abilities of our preadolescent population. This aggregate discussion of the nature of reading presents information requisite for the prosperity of reading programs at any level beyond the elementary school.

STRANG, RUTH, CONSTANCE McCULLOUGH, and ARTHUR TRAXLER. *The Improvement of Reading.* New York: McGraw-Hill, 1967, 564 pp.

Views the scope and sequence of reading instruction – its goals, the nature of the process, the organization of reading programs, the sequential development of skills, and the attitudes to be developed from the initiation of reading instruction to maturity. Chapters 1 and 5 of this comprehensive textbook are concerned with the essential aspects of the development program and the incorporation of reading instruction in the content field. Six appendices register materials appropriate to instructional programs for students of multiability levels.

STATUS AND EVALUATION

BLIESMER, EMERY P. "Organizational Patterns and Materials in Secondary Reading Programs," in Mildred A. Dawson (Ed.), *Combining Research Results and Good Practice*, 1966 Proceedings, Volume 11, Part 2. Newark, Delaware: International Reading Association, 1967, 47-53.

Emphasizes the lack of adequate descriptive-statistical evidence in the published literature on secondary reading programs between 1960 and 1965. Bliesmer's descriptive review examines types of programs, number of students accommodated, grade levels involved, duration of programs, class sizes, and materials utilized. The author compares and contrasts the 37 programs evaluated and indicates the differences, discrepancies, and contradictions that exist between the programs as reported and as viewed in operation in the schools. A bibliography of the reports is included.

ENTWISLE, DORIS. "Evaluations of Study Skills Courses: A Review," *Journal of Educational Research*, 53 (1960), 243-251.

Examines evaluations of 22 study skills programs appearing in professional literature. A charted resumé accompanies a thorough critique of criteria, baseline, method used in correcting for bias, and the results of immediate and follow-up performance. At the conclusion of the article, Entwisle presents generalizations drawn from the comparative analysis that may prove useful to those interested in designing a study-skills program for their own school setting.

FARR, ROGER, et al. "An Examination of Reading Programs in Indiana Schools," *Bulletin of School of Education*, Indiana University, 45 (March 1969), 5-92.

Gives specific and thorough statistical analysis of public school reading programs surveyed in Indiana, plus a careful, general diagnostic evaluation of the needs and directions of reading programs in both elementary and secondary schools. The second section of the report deals specifically with those programs peculiar to the secondary school. Topics include nature and organization of programs, degree of satisfaction with present programs, problems impeding further development of programs, experiences and training of teachers, and importance of federal funds on the development of secondary reading. The culmination of each section considers recommendations for the improvement of reading programs similar to those cited in this source.

HILL, WALTER R. "Characteristics of Secondary Reading: 1940-1970," *Twentieth Yearbook of the National Reading Conference*. Milwaukee, Wisconsin: National Reading Conference, 1971.

Traces major trends and significant events which characterized the evolution of secondary reading programs from 1940 to 1970. Charted information provides the reader with a systematic, chronological summary of the geographical area, target population, sample size, source of data, type and frequency of programs, and limitations of 16 representative program surveys. The conclusion of this historical analysis is devoted to a critical evaluation of the current status of secondary reading programs and the projection of eight challenges which secondary reading programs will face in the coming decade.

McDONALD, ARTHUR S. "Research for the Classroom: Assessing the Effects of Reading Programs," *Journal of Reading*, 8 (May 1965), 417-421.

Discusses the inadequate means of assessing gains in reading performance which have hampered the initiation, continuation, and expansion of secondary reading programs dependent upon pre- and post-test comparison of results. The author systematically outlines and describes possible solutions to the two major inhibiting factors: the inability of single standardized instruments to measure various growth patterns and the inadequate experimental reading research designs which minimize errors due to Hawthorne and placebo effects, experimental bias, and motivation. Questions designed to elicit more accurate evaluations of such programs are provided.

McGUIRE, GEORGE K. *The Teaching of Reading by English Teachers in Public High Schools: A National Survey*. Washington, D. C.: HEW, Bureau of Research, 1969, 89 pp.

Concentrates on the description, design, results, and conclusions of the study. From 2,004 computer-selected members of NCTE (secondary school division), 912 usable returns were obtained. Although useful to researchers in secondary reading, the volume contains substantive information of value to both reading and English teachers. The review of related research summarizes seven previous studies pertinent to this area of inquiry. Interesting conclusions are drawn and recommendations are given in the final chapter. The most notable of these are derived from the major findings that 1) the large majority of the sample accepted that the high school must assume responsibility for reading instruction; 2) relatively few English teachers are adequately prepared in reading instruction; 3) little change in teacher preparation has been noted even in recent years; 4) many teachers are trying to help regardless of lack of preparation; and 5) preparation through courses or inservice work *does* make a difference in quality of practice. The study itself is well designed and could aid those interested in similar research efforts.

National Education Association. "Reading Instruction in Secondary Schools," *Research Bulletin of the NEA*, 20 (January 1942), 1-48.

Comprises one of the earliest professional group stances concerning secondary reading instruction. The issue should be of particular use to those interested in baseline historical comparison and perspective. The content falls into three major emphases: 1) a description of the procedures and results of one of the earliest surveys of the secondary reading program as obtained through a nationwide sample of 2,275 secondary school principals; 2) a synopsis of recommended principles and strategies, many of which are as pertinent today as when first written; and 3) an extensive list of resources for teaching reading at the secondary level available at that time. Younger professionals may be surprised at the extent of concern and degree of knowledge about secondary reading exhibited three decades ago. All reading professionals will be sobered by comparing what we knew then with that which we haven't put into practice today.

PENTY, RUTH C. *Reading Ability and High School Dropouts*. New York: Columbia University, Teachers College, Bureau of Publications, 1956, 93 pp.

Consists mainly of the results of thoroughly examining the relationship between reading ability and high school performance. As such, the source is an indirect evaluation of high school reading programs. Penty documents the relationship between disability and the desire to terminate formal education and emphasizes the need for reading help which will continue through the high school years. The content identifies findings on reading skills, habits, and attitudes which delineate successful performance and the completion of secondary education. Suggested procedures and materials to be incorporated at each grade and subject level pertinent to developing these characteristics and general program implications are given.

ADMINISTRATION AND ORGANIZATION

DAWSON, MILDRED A. (Compiler). *Developing High School Reading Programs.* Newark, Delaware: International Reading Association, 1967, 179 pp.

Includes 44 articles judiciously culled from IRA journals and conference proceedings through 1966. Although the emphasis is placed upon developmental high school reading programs, consideration is given to both content area reading and diagnostic-remedial efforts. The seven sections include five articles on nature of a developmental reading program; seven articles each on initiating a high school reading program, organization of a reading program, the reading curriculum, and procedures and techniques; eleven on corrective and remedial aspects; and a selected bibliography of supplementary articles. The purpose of this compilation was to answer the "numerous letters asking for help in setting up high school reading programs."

GREEN, RONALD. "Reading Programs in Secondary Schools," *Occasional Papers in Reading.* Bloomington: Indiana University School of Education, 1967, 25 pp.

Contains a descriptive analysis of illustrative secondary programs in existence between 1950 and 1967. Based on a selected sampling of published references, the several sections are designed to answer questions such as: How do secondary programs begin? What students are included in such programs? How are programs scheduled into the curriculum? What characteristics are common to present programs? The bibliography included provides a listing of sources for those wishing to further explore the particular aspects discussed. This paper should prove useful to those interested in an overview of successful programs.

HERBER, HAROLD. *Teaching Reading in the Content Areas.* Englewood Cliffs, New Jersey: Prentice-Hall, 1970, 289 pp.

Guides elementary and secondary teachers who wish to teach learning skills along with the content of their courses. Definite implications for the total program permeate suggestions to balance the dichotomy often found between instruction in "reading" and that of subject matter. Prescriptive directions for the teacher are provided (e.g., study guides, effective methods for teaching technical vocabulary, and illustrative lesson materials). Chapters include the descriptions of instructional patterns and preparation for instructional skills, as well as the individualization, grouping, and evaluation of programs. The application of reading principles to specific pieces of literature and/or texts used in English, mathematics, social studies, and science is developed in the appendix under "Reading and Reasoning Guides."

OTTO, WAYNE, and RICHARD J. SMITH. *Administering the School Reading Program.* Boston: Houghton-Mifflin, 1970, 212 pp.

Deals with improving the balanced schoolwide program and with administrative acts and roles. Chapters include "The Person in the Reading Program," "Foundations of Reading Development," "Developing Reading Maturity," "Reading and Other Language Arts," "Steps in the Right Direction," "Public Relations," "Specialized Personnel in the Reading Program," and "Inservice

Education and the Reading Program." The content is general enough in its application to be useful in the secondary as well as elementary setting and although directed at administrative personnel is appropriate for reading specialists and classroom teachers.

ROBINSON, H. ALAN, and SIDNEY J. RAUCH. *Guiding the Reading Program: A Reading Consultant's Handbook.* Chicago: Science Research Associates, 1965, 120 pp.

Describes and analyzes the role of the reading consultant in serving the community, school administrators, teachers, and special service staff. Concern for favorable human interaction is an expressed need at all instructional levels, but particular note is made of it as an essential ingredient in secondary programs. Topics include inservice training, materials, activities, evaluative techniques, and audiovisual aids, as well as checklists and guidelines for the management of efficient reading programs. Much of this content is appropriate to the secondary reading program.

ROBINSON, H. ALAN, and ELLEN L. THOMAS (Eds.). *Fusing Reading Skills and Content.* Newark, Delaware: International Reading Association, 1969, 225 pp.

Concerns "the view of the reading program which truly permeates a high school curriculum." The papers, drawn from presentations made at the 1969 IRA convention, cover a wide variety of specific uses of reading in secondary school settings as well as seven broad treatments of the secondary reading program and the content area reading-oriented programs.

SCHNEPF, VIRGINIA, and ODESSA MEYER. *Improving Your Reading Program.* New York: Macmillan, 1971, 278 pp.

Serves as a manual for the effective improvement of school reading programs. This source explores key aspects of effecting program development: initiating the improvement process, teacher-staff competency, facilitating factors, and home-school-community relationships. Each section is labeled and outlined for better understanding; charts, graphs, and checklists are frequently utilized to provide emphasis and organization of information. Although not specifically pointed at the needs of the secondary school, the review of the essential elements of reading programs pertinent to all instructional levels does transfer to secondary situations.

SCHUBERT, DELWYN G. "Initiating a School Reading Program," *Reading Improvement* (Spring 1966), 66-68.

Pinpoints significant considerations in the initiation of reading programs, particularly staff enthusiasm and cooperation. Programs that view reading as a subject are considered misconceptions. Reading is defined here as a process that must cut across and become an integral part of the comprehensive school curriculum, thus to become the responsibility of every secondary teacher. Charted information to emphasize the role of reading as an "open sesame" to scholastic success is recommended. Staff recognition of the significance of the reading program can be followed by the formation of representative commit-

tees, the employment of consulting personnel, provision for inservice training, and the acquisition of resource material to accommodate the need of individual schools. Lists of books and periodicals providing specific guidance in those aspects are included.

SIMPSON, ELIZABETH A. *Helping High School Students Read Better.* Chicago: Science Research Associates, 1954, 146 pp.

Assists in the organization of secondary programs emphasizing "reading improvement." This practical guide to secondary reading instruction provides an outlined description of suggestions regarding programs, materials, skills, personnel, evaluation, and administrative responsibilities. Additional organizational advice is presented on staff interaction, reading instruction for various ability groups within a subject area, accelerator approaches, and detailed daily plans for both nine- and eighteen-week concentrated programs. Summary discussion treats the applicability of such programs to varying curricular plans through illustrative examples of current, operationally existing programs.

UMANS, SHELLY. *Designs for Reading Programs.* New York: Columbia University, Teachers College, Bureau of Publication, 1964, 76 pp.

Emphasizes developmental and remedial school programs, and stresses the criteria and means of selecting students, varying patterns of organization within the regular school facilities, and the means by which school personnel can plan instructional programs in both elementary and secondary school settings. An outline and description of sequential skills to be taught for effective reading are included. Means by which students and staff can evaluate and measure the reading progress of their school programs are illustrated in the final section. The strength of this book lies in its coverage of pragmatic aspects of these programs and accompanying bibliographies of literature and research.

BIBLIOGRAPHIES AND REVIEWS

BLIESMER, EMERY. "Review of Research in College-Adult Reading," Yearbooks of National Reading Conference, 1952-1970. Milwaukee: Marquette University.

Presents summary review of all published research relating to reading improvement programs at the college and adult level, with articles completed after 1955 oriented toward critical evaluations of the most pertinent research. Bliesmer's summaries contain generalizations, implications, and summary conclusions based on the descriptive comparison of various programs. The salient issues accentuated in the current literature are reflected in the subtopics, which vary from issue to issue. Despite the generic orientation of the research to developmental and remedial programs for advanced-level students, the topics have application to those secondary school reading programs of similar structure and objectives.

ERIC/CRIER Staff. "Trends and Practices in Secondary School Reading: A Comparison Bibliography to A. Sterl Artley's Monograph," *Eric/Crier Reading Review Series,* 25 (March 1970), 235 pp.

Complements and supplements Artley's Monograph with abstracts of research reports cited in *Trends and Practices in Secondary School Reading,* following the schema originally presented in that work. Part 2 of the companion bibliography includes annotations of the more recent studies of secondary programs (July 1, 1968 to June 30, 1969) in an effort to update the research base established in the earlier state-of-the-art paper. Each annotation describes the criteria, results, and purpose of research to provide the reader with information advantageous to further study.

FAY, LEO. *Organization and Administration of School Reading Programs,* Eric/Crier+IRA Reading Research Profiles Bibliography. Newark, Delaware: International Reading Association, 1971, 64 pp.

Emphasizes key literature and research published between 1950-1969 regarding aspects of the organization and administration of reading programs. These one-sentence annotations present a spectrum of diversified opinions regarding school organization, classroom organization, administrative and supervisory practices and policies, and organization and administration of special programs and services. Included are general and specific aspects of programs concerned with youngsters ranging from preschool to secondary-college levels. A summary of 29 bibliographies in the Eric/Crier Reading Review Series provides additional guidance for those readers seeking information of specific topics requisite to successful programs.

HILL, WALTER R. *High School Reading Programs,* an IRA annotated bibliography. Newark, Delaware: International Reading Association, 1965, 15 pp.

Provides a pragmatic sample of descriptive articles treating basic and unique secondary programs as reported in the literature between 1955-1964. A brief introductory section presents conclusions and generalizations regarding the practices and organizational patterns common to the descriptions included in

each of the four sections: Junior High Programs, Senior High Programs, General Secondary Programs, and Comprehensive Sources. Terse annotations direct the reader's attention to the salient contribution each reference makes to some phase of secondary reading programs.

HILL, WALTER R., and NORMA G. BARTIN. "Secondary Reading Programs: Description and Research," *Eric/Crier Reading Review Series*, 1971.

Comprises a bibliography of summary descriptions of the unique and essential features of 145 selected sources. Intended to provide the reader with a comprehensive view of the development and nature of secondary reading programs, the publication considers theoretical and pragmatic aspects of secondary reading programs under four headings: Survey Studies of Secondary Reading Programs, Description and Evaluation of Individual Programs, Descriptive-Comparative and Experimental Research, and Authoritative Discussion of Secondary Programs. Each section is initiated with generalizations and conclusions drawn from a review of the various programs cited: multiphase, developmental, corrective-remedial, content area, individual, laboratory, disadvantaged, and special emphases. A useful source of information for those investigating literature and/or research on the organization and administration of secondary level programs.

ROBINSON, H. ALAN, et al. "High School Reading," *Journal of Developmental Reading*, 3-7 (1960-1963); *Journal of Reading*, 8-10 (1964-1966).

Presents reviews which appeared annually, for a number of years, first in the *Journal of Developmental Reading* and later in the *Journal of Reading*. Includes summaries of published literature and/or research related to junior and senior high school reading which appeared in professional sources the previous year. Topics covered range from specific subjects such as "Job Satisfaction" to general subjects such as "Content Areas." Themes given significant attention are summarized and annotated for the reader. Additional sources of reference material, as well as summary lists of information dealing specifically with junior high schools, senior high schools, and selective general topics, are treated in the bibliography. Recent volumes of the *Journal of Reading* have tended to disseminate such review information through a number of more specific articles and editorial features.

ROBINSON, HELEN M., SAMUEL WEINTRAUB, and HELEN K. SMITH. "Summary of Investigations Relating to Reading," *Reading Research Quarterly*, Winter Issues, 1965-1970.

Continues research dissemination initiated by William S. Gray nearly five decades ago. This annual summary of investigations related to reading now appears in the Winter Issue of the *Reading Research Quarterly*. Each synopsis is factually evaluated and presents a succinct description of the important features of each research. Though not limited to secondary reading, topics relating to secondary programs are included under several of the six subheadings: Summaries of Specific Aspects of Reading Research, Teacher Preparation and Practice, The Sociology of Reading, Physiology and Psychology of Reading, Teaching of Reading, and Reading of Atypical Learners. Recapitulative annotations of each source are incorporated in the bibliography. The detailed table of

contents enables the reader to select the general subtopic most related to his specific interest.

SUMMERS, EDWARD G. *An Annotated Bibliography of Selected Research Related to Teaching Reading in the Secondary School: 1900-1960.* Pittsburgh: University of Pittsburgh School of Education, 1963. 182 pp.

Provides a comprehensive survey with reference to numerous articles regarding research trends in secondary schools as reported in professional journals during the first 60 years of this century. Particular segments consider published literature regarding general reading tendencies and influencing factors, as well as reading related to each of the fundamental secondary content areas. Table 1 presents a general indication of research trends in its categorization of reported research in secondary reading according to topic, frequency, and date of appearance. One-sentence descriptive annotations provide the reader with a succinct summary of the pertinent contribution each selection offers. The utility of this material lies not with its descriptions of reading programs but with its presentation of source information.

SUMMERS, EDWARD G. "IRA Conference Proceedings Reports on Secondary Reading," *Eric/Crier Review Series.* Bloomington, Indiana: 1967 (ED 013 185).

Offers annotated bibliography organized into three parts: A citation bibliography with brief annotations, the primary source entry data for these selections, and a complete author index. The 180 selections in this work were chosen from the important papers published in the 1959-1967 conference proceedings of the International Reading Association: *New Frontiers in Reading, Changing Concepts of Reading Instruction, Challenge and Experiment in Reading, Reading as an Intellectual Activity, Improvement of Reading through Classroom Practice, Reading and Inquiry, Vistas in Reading,* and *Combining Research Results and Good Practice.* A variety of topics is included under the broad headings of Senior High School (grades ten, eleven, twelve) or Junior High School (grades seven, eight, nine). This source can be very useful to those making a systematic study of secondary reading programs.